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AUTHOR	Christner, Catherine; And Others
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ABSTRACT

This document comprises a report on the evaluation of the 1988-89 compensatory elementary education programs in the Austin (Texas) Independent School District funded under Chapter 1 of the Education Consolidation and Improvement Act. The programs comprised provision of reading instruction to disadvantaged elementary students and a separate component that provided reading instruction to migrant students. The following major findings are reported: (1) reading students in grades 2-6 made impressive gains in grade equivalents in reading comprehension when compared to the typical gain for low-achievers; (2) the number of students in grade 1 who mastered the TEAMS reading test increased when compared to 1987-88, but the mastery percentages for students in grades 3 and 5 decreased; (3) of the 732 students served in 1987-88, 123 (17 percent) were no longer eligible in both 1988 and 1989, 320 (44 percent) were eligible in 1988 but not 1989, 170 (23 percent) were not eligible in 1988 but became eligible in 1989, and 119 (16 percent) remained eligible in both 1988 and 1989; (4) the number of parents participating in the Parent Advisory Council (PAC) meetings and training sessions more than doubled from 1987-88 to 1988-89 and the number of migrant parents nearly doubled over the same time period; (5) new ways to provide instructional services to migrant students need to be identified because only about one-fourth of eligible students received services from the Migrant Program during the regular school year. Statistical data are included on 15 tables and graphs. The results of surveys of teachers and program administrators are given in two attachments, and a list of participating schools, a list of definitions of terms used in the report, and an eight-item bibliography are also provided. (FMW)

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AUSTIN INDEPENDENT SCHOOL DISTRICT
AUSTIN, TEXAS

CHAPTER 1 and CHAPTER 1 MIGRANT

Evaluation Findings

1988-89

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CHAPTER 1 AND CHAPTER 1 MIGRANT
EVALUATION FINDINGS, 1988-89
EXECUTIVE SUMMARY

AUTHORS: Catherine Christner, Natalia Luna, Wanda Washington, Lauren Hall Moede

Program Description

Chapter 1, a federally funded compensatory educational program, provided funding to 26 Austin Independent School District (AISD) elementary schools with high concentrations of low-income families. Thirteen campuses had such a high concentration of disadvantaged students that Chapter 1 helped fund schoolwide projects (SWP's) that lowered the pupil-to-teacher ratio (PTR) and served all children at those schools. AISD supplemented the Chapter 1 funding at the 13 Chapter 1 SWP's (plus three other local SWP's) and designated them Priority Schools. In addition, Chapter 1 funded supplementary reading teachers at 10 elementary schools. Chapter 1 also paid for full-day prekindergarten (pre-K) at all of the Chapter 1 and Priority Schools (for a more detailed description of the SWP's and full-day pre-K, see the ORE report on Priority Schools, ORE Publication Number 88.06). Additional services were offered at one private school and seven institutions for neglected and delinquent (N&D) youth in Austin. There was also a parental involvement component.

Chapter 1 Migrant, which is also federally funded, provided compensatory reading services to migrant students at 10 AISD elementary and secondary campuses. Students qualified for the program if their parents or guardians were migratory agricultural workers or fishers within the last six years. Low-achieving migrant students received service priority. There were also health services and parent involvement components.

Major Findings

1. Chapter 1 supplementary reading students gained 1.0 year or more in grade equivalents in reading comprehension on the ITBS at grades 2, 4, 5, and 6. Students at grade 3 averaged a 0.9 gain. These gains are impressive because the typical gain for low achievers is 0.8 year.

2. The majority of students in grades 1 (74%), 3 (59%), and 5 (54%) served by Chapter 1 supplementary reading teachers mastered the TEAMS reading test. At grade 1 this was an increase from 1987-88 levels (66%), and at grades 3 (63%), and 5 (56%), the 1988-89 mastery percentages were lower.

3. Of the 732 students served by Chapter 1 supplementary in 1987-88 (with 1987, 1988, and 1989 test scores):

    - 123 (17%) were no longer eligible for Chapter 1 in both 1988 and 1989;
    - 320 (44%) were eligible in 1988, but not in 1989;
    - 170 (23%) were not eligible in 1988, but became eligible again in 1989; and
    - 119 (16%) remained eligible for Chapter 1 in both 1988 and 1989.

4. The number of Chapter 1 parents participating in Parent Advisory Council (PAC) meetings and training sessions more than doubled (136 to 374) from 1987-88 to 1988-89. The number of Chapter 1 Migrant parents participating nearly doubled (110 to 195) over the same time period.

5. New ways to provide instructional services to migrant students need to be identified. About one fourth (24%) of the eligible students received instructional services from the Chapter 1 Migrant Program during the regular school year.

Program Descriptions

WHAT ARE THE COMPONENTS OF THE CHAPTER 1 PROGRAM?

In 1988-89, the Chapter 1 Program had the following components:

- Reading Instruction (1-6). Chapter 1 provided supplementary reading and language arts instruction for students with low achievement test scores at ten elementary schools with high concentrations of low-income families. Students were eligible for services at these campuses if they had a reading comprehension score (or language score for first graders) at or below the 30th percentile on a standardized achievement test.

- Schoolwide Projects (K-6). Federal regulations allow Chapter 1 and additional local funds to be used to reduce the overall pupil-to-teacher ratio within a school if the concentration of low-income students at that school equals or exceeds 75%. In such a schoolwide project (SWP), all students are considered to be served by Chapter 1 and teachers paid with Chapter 1 funds function as regular classroom teachers with students of mixed achievement levels. Thirteen elementary schools in AISD qualified as Chapter 1 SWP's; three additional SWP's were fully funded by AISD. These 16 schools were designated Priority Schools by AISD and also received financial support for other special services and personnel. A large percentage of the Chapter 1 budget was allocated to the Priority Schools.

- Full-Day Prekindergarten. A large portion of the Chapter 1 budget was also allocated to the full-day prekindergarten program. The State of Texas funded half-day pre-K for at-risk four-year-olds (those who were identified as limited-English-proficient or low income); Chapter 1 added money to create a full-day program at the 16 Priority Schools and at the 10 Chapter 1 schools.

- Nonpublic School (K-5). St. Mary's Cathedral School was the only nonpublic school in Austin that provided Chapter 1 services. Supplementary reading and mathematics instruction was offered to low-achieving students in a computer-assisted instruction (CAI) laboratory.

- Institutions for Neglected and Delinquent Youth (1-12). Seven institutions for neglected and delinquent (N & D) youth participated in the Chapter 1 Program this year: Gardner House, Turman House, Mary Lee Foundation, Better Roads, Settlement Club, Junior Helping Hand Home, and Spectrum, the Austin Youth Shelter. Children at these N & D institutions received compensatory reading and mathematics services in many forms.

WHAT ARE THE COMPONENTS OF THE CHAPTER 1 MIGRANT PROGRAM?

In 1988-89, the Chapter 1 Migrant Program had the following components:

- Reading Instruction (1-12). There were two elementary schools, four middle schools, and four high schools that had teachers who were fully or partially funded by the Migrant Program. The priority for service was on low-achieving students.

- Health Services. A half-time nurse provided health screening, referral services, and a wide variety of other services to migrant students.

- Migrant Student Record Transfer System (MSRTS). A national recordkeeping network, MSRTS files contain program eligibility and service information, medical records, and achievement data on all migrant children. AISD's MSRTS Clerk maintained these records and assisted in efforts to keep migrant students enrolled in school.

WHAT COMPONENTS WERE COMMON TO THE CHAPTER 1 AND CHAPTER 1 MIGRANT PROGRAMS?

- Parental Involvement. Each program employed two community representatives who visited students' homes, encouraged parent participation in the children's education, conducted workshops, acted as liaisons with the schools, interpreted at conferences, organized Parent Advisory Council meetings and social events, and provided other follow-up services.

- Evaluation. Both programs provided funds for the evaluation of the programs, completion of TEA reports, special testing, needs assessments, on-line student files, and other services as program needs indicated.

- Coordination. Instructional coordinators and a Project Specialist worked directly with program staffs to provide guidance, support, materials, and staff development. They also monitored and ensured compliance with federal regulations.

- Administration. The Administrator for both programs was responsible for filing applications for funding, directing fiscal matters, consulting with instructional staff on program planning and implementation.

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All programs reported herein are funded by the Educational Consolidation and Improvement Act. The Chapter 1 Programs, formerly called Title I Programs, were created to serve educationally disadvantaged students.

Program Impact on Student Achievement

CHAPTER 1 SUPPLEMENTARY ACHIEVEMENT GAINS

WHAT READING ACHIEVEMENT GAINS DID CHAPTER 1 SUPPLEMENTARY READING INSTRUCTION STUDENTS MAKE?

At grades 2, 4, 5, and 6, Chapter 1 Supplementary students (with pre- and posttest scores) averaged grade equivalent (GE) gains of one year or more on their reading comprehension scores. Grade 3 students averaged a 0.9 GE gain. A gain of 0.8 GE's (eight months) is considered average for low achievers. In Figure 1 are presented the 1988-89 gains as well as those of the last several years (to give a historical perspective). In looking at these data, the following can be noted:

- In three of five grade levels, the gains made this year were as high or higher than the gains made in 1987-88.
- Across all grade levels, the 1988-89 gains were higher than the average expected for low achievers.
- The gains for grades 5 and 6 were especially good (1.3 and 1.7 GE, respectively).
- As with 1987-88 gains, 1988-89 gains were generally higher than previous years.

FIGURE 1
MEAN READING COMPREHENSION GRADE EQUIVALENT GAINS
CHAPTER 1 SUPPLEMENTARY READING INSTRUCTION

Grade	1984-85	1985-86	1986-87	1987-88	1988-89	Met or Exceeded 1987-88 Levels
2	0.8	0.8	N/A	1.1	1.0 (N=167)	No
3	1.0	1.0	1.0	1.2	0.9 (N=171)	No
4	0.9	0.9	0.8	1.0	1.0 (N=126)	Yes
5	1.0	0.8	0.8	1.0	1.3 (N=128)	Yes
6	1.2	1.0	0.9	1.2	1.7 (N=11)	Yes

BASED ON THEIR 1989 ITBS SCORES, HOW MANY STUDENTS WILL HAVE EXITED OUT OF CHAPTER 1 FOR 1989-90?

Based on their spring ITBS scores, 42% of the students eligible for Chapter 1 in 1988-89 became ineligible for service in 1989-90 because they scored higher than the 30th percentile on the Reading Comprehension Test. In 1987-88 this figure was 48%. Thus, the percentage of students eligible to exit decreased.

FIGURE 2
PERCENT OF STUDENTS ELIGIBLE TO EXIT CHAPTER 1

	1984-85	1985-86	1986-87	1987-88	1988-89
Students Eligible to Exit Chapter 1	52%	43%	32%	48%	42%

DO CHAPTER 1 STUDENTS WHO EXIT THE PROGRAM REENTER THE FOLLOWING YEAR?

Students who were served by Chapter 1 supplementary in 1987-88 were tracked in 1988 and 1989 to see if their scores improved or not. To be eligible for Chapter 1, a student needs a Reading Comprehension Test score at or below the 30th %ile. Only students with ITBS scores from 1987, 1988, and 1989 were included in these figures.

Of the 732 students served by Chapter 1 supplementary in 1987-88 (with 1987, 1988, and 1989 ITBS scores):

- 123 (17%) had test scores above the 30th %ile in both 1988 and 1989.
- 320 (44%) remained eligible for Chapter 1 in 1988, but exited eligibility in 1989 by scoring above the 30th %ile.
- 170 (23%) exited from Chapter 1 eligibility in 1988, but became reeligible by their 1989 scores.
- 119 (16%) had test scores at or below the 30th %ile in 1988 and 1989 (thus remaining eligible for Chapter 1).

CHAPTER 1 SCHOOLWIDE PROJECTS ACHIEVEMENT GAINS

WHAT READING ACHIEVEMENT GAINS DID THE CHAPTER 1 SCHOOLWIDE PROJECTS MAKE?

The data for grades 2 through 6 are presented in Figure 3 below. Because the Chapter 1 Schoolwide Projects serve all students (unlike the Chapter 1 Reading Instruction Supplementary Component), these numbers reflect the gains of all students with a valid pre- and posttest reading comprehension score, not just low achievers. Past years' data are included to give perspective, but it should be noted that the 1983-84 through 1986-87 gains reflect only two schools, while the 1987-88 gains are for 12 schools and the 1988-89 gains are for 13 schools. The key points include:

- Two of the five grade levels (grades 5 and 6) showed higher GE reading gains in 1988-89 than in 1987-88.
- Grade 5 with an average GE gain of 1.0 made the gain expected of students on the average. Grades 2, 3, 4, and 6 were below this level.

FIGURE 3
MEAN READING COMPREHENSION GRADE EQUIVALENT GAINS SUMMARY
CHAPTER 1 SCHOOLWIDE PROJECTS

Grade	1984-85	1985-86	1986-87	1987-88	1988-89	Met or Exceeded 1987-88 Levels
2	0.7	0.6	N/A	1.1	0.9 (N=676)	No
3	0.8	0.9	0.8	1.1	0.7 (N=633)	No
4	0.8	0.9	0.9	0.7	0.6 (N=572)	No
5	1.0	0.9	0.8	0.9	1.0 (N=572)	Yes
6	1.1	0.8	1.2	0.8	0.9 (N=163)	Yes

CHAPTER 1 SUPPLEMENTARY READING AND CHAPTER 1 SCHOOLWIDE PROJECTS ACHIEVEMENT COMPARISONS

DID LOW-ACHIEVING STUDENTS SERVED BY CHAPTER 1 SUPPLEMENTARY READING INSTRUCTION DIFFER IN ACHIEVEMENT GAINS FROM LOW-ACHIEVING STUDENTS SERVED IN THE CHAPTER 1 SWP'S?

The ITBS Reading Comprehension scores of low-achieving students served by the Chapter 1 Supplementary Reading Instruction Component were compared with the scores of the low-achieving students at the 13 Chapter 1 SWP's. These analyses were run by grade on the Report of School Effectiveness (ROSE) residual scores of the two respective groups of students. The ROSE used regression analyses to statistically control for students' demographic characteristics and obtained predicted ITBS Reading Comprehension scores based on the performance of similar students districtwide. Using these demographic characteristics and the students' previous achievement levels, predicted achievement levels were generated. The difference between the actual achievement score and the predicted achievement score was calculated for each student. The average difference (residual) was then examined for designated groups to determine if the group performed higher or lower than expected. (See ORE Publication Number 88.G for an explanation of the ROSE.) Uncorrelated t-tests were used to test for statistical significance.

The results indicated that for grades 2, 3, 5, and 6, the gains produced for low achievers were not statistically significantly different. This means that low achievers in the two components made very similar reading comprehension gains. At grade 4, the differences in achievement gains were significant, with the Chapter 1 supplementary students scoring higher gains than did the Chapter 1 SWP low achievers. These results are similar to the results from these same analyses conducted in 1987-88 when at grades 3 through 6 the gains produced by the two components were not significantly different. Only at grade 2 were there differences--the Chapter 1 SWP low achievers made higher gains than did the supplementary students.

From 1980-81 to 1986-87, comparisons were made between Chapter 1 Supplementary low achievers and the SWP low achievers. SWP low achievers made greater gains across all grade levels the first year of implementation (1980-81). In each succeeding year, though, SWP low achievers have shown higher gains at only one grade level. (Generally this has been at one of the primary grade levels.) For further details on previous years' findings, see Schoolwide projects: The almost revolution (?) six years later (ORE Publication Number 86.38).

CHAPTER 1 TEAMS MASTERY

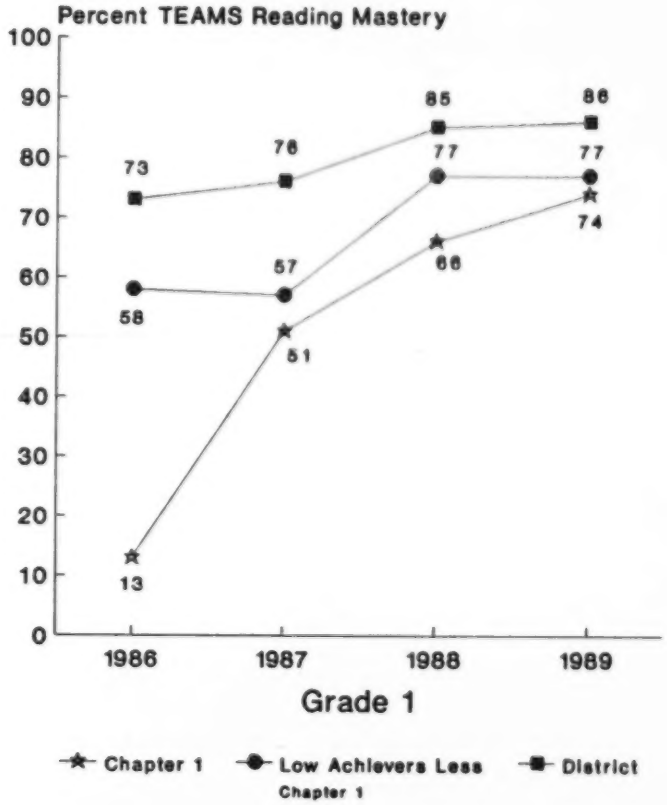
HOW DID GRADES 1, 3, AND 5 CHAPTER 1 STUDENTS PERFORM ON THE TEAMS IN READING?

The majority of Chapter 1 students who took the grades 1, 3, or 5 TEAMS Reading Test in the spring of 1989, mastered the test. Figures 4 (Grade 1), 5 (Grade 3), and 6 (Grade 5) illustrate these data. For comparison purposes, data are also presented for AISD as a whole and for all AISD low achievers (based on ITBS Reading Comprehension scores, at or below the 30th percentile) less those served by Chapter 1.

The key points include:

- The majority of Chapter 1 students mastered the TEAMS Reading Test, as did the other AISD low achievers.
- At grade 1, the percentage of students served by Chapter 1 who mastered the test increased each year.
- At grades 3 and 5, Chapter 1 students' percent mastery decreased from 1988 levels.
- Both served (Chapter 1) and unserved (non-Chapter 1) low achievers are still below the overall District average, especially at grades 3 and 5.
- At grade 5, TEAMS mastery decreased for all three groups of students.

FIGURE 4
GRADE 1 TEAMS READING MASTERY COMPARISONS, DISTRICT LOW ACHIEVERS, AND CHAPTER 1 1986 THROUGH 1989



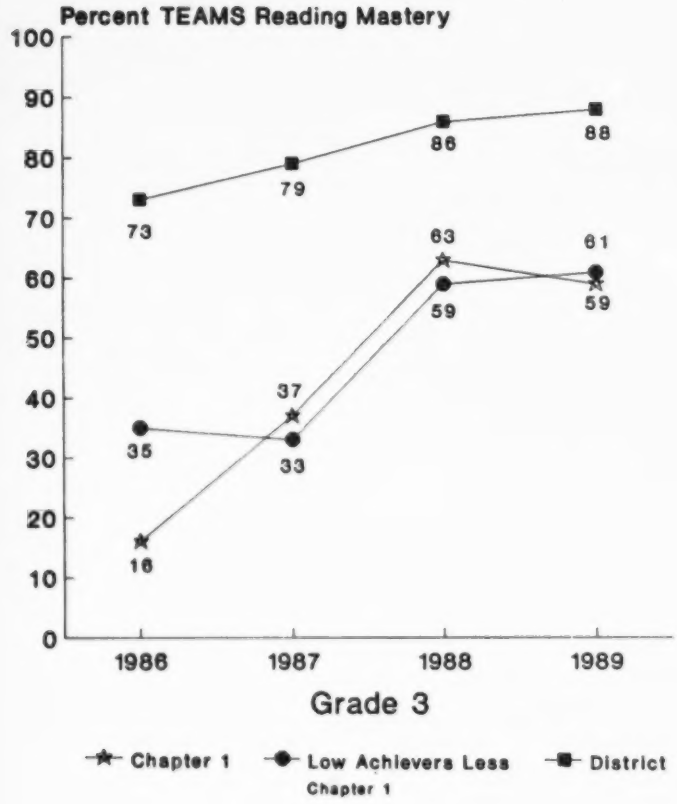


FIGURE 5
GRADE 3 TEAMS READING MASTERY COMPARISONS, DISTRICT, LOW ACHIEVERS, AND CHAPTER 1 1986 THROUGH 1989

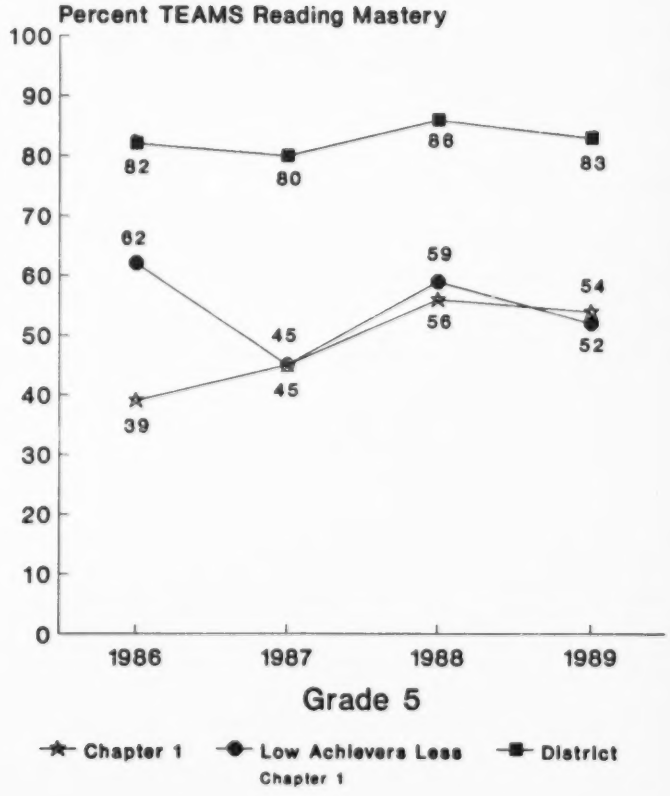


FIGURE 6
GRADE 5 TEAMS READING MASTERY COMPARISONS, DISTRICT, LOW ACHIEVERS, AND CHAPTER 1 1986 THROUGH 1989

CHAPTER 1 MIGRANT ACHIEVEMENT GAINS

WHAT ACHIEVEMENT GAINS WERE MADE BY MIGRANT STUDENTS WHO WERE SERVED BY A CHAPTER 1 MIGRANT TEACHER?

Figure 7 presents the average GE gain of those migrant students who were served by a Chapter 1 Migrant teacher and who had pre- and posttest scores. Grades 2 through 8 are ITBS Reading Comprehension Test gains and grades 9-12 are TAP Reading Test gains. The data before 1987-88 are based on Reading Total scores, not Reading Comprehension scores.

FIGURE 7
MEAN GRADE EQUIVALENT GAINS OF SERVED MIGRANT STUDENTS, 1984-85 THROUGH 1988-89

Grade	1984-85	1985-86	1986-87	1987-88	1988-89	Met or Exceeded 1986-87 Level
2	0.8	0.6	N/A	1.2	too few students	--
3	0.9	1.0	0.8	1.0	too few students	--
4	0.7	0.8	1.0	-0.6	too few students	--
5	0.5	0.8	0.7	1.0	too few students	--
6	0.9	0.8	0.8	1.1	0.6 (N=9)	No
7	0.9	1.1	1.1	-0.7	0.8 (N=17)	Yes
8	1.1	1.1	1.0	-0.8	2.2 (N=6)	Yes
9	0.5	1.0	0.9	1.3	*1.4 (N=23)	Yes
10	1.1	1.0	0.6	1.4	0.2 (N=12)	No
11	-0.2	-1.5	1.6	0.8	1.2 (N=6)	Yes
12	-2.2	-0.5	N/A	-1.2	0.7 (N=12)	Yes

*The pretest is the 1985 ITBS Reading Comprehension while the posttest is the 1985 TAP Reading.

Of the grade levels with enough students to report, five of the seven showed gains higher than 1987-88 levels. Students in grades 8, 9, and 11 showed the highest average gains. Because of the small numbers of students at each grade level, these gains should be interpreted cautiously.

Instructional Program Service

CHAPTER 1 SERVICE

Key demographics of students served by Chapter 1 in 1988-89 are summarized in the figure below.

FIGURE 8
ETHNICITY OF CHAPTER 1 STUDENTS
1988-89

	American Indian	Asian	Black	Hispanic	White	Total
Supplementary Reading Instruction	2 .1%	34 2.4%	455 31.7%	774 53.9%	171 11.9%	1,436 100%
Chapter 1 School-wide Projects	7 .1%	13 .2%	1,513 27.1%	3,842 68.7%	218 3.9%	5,593 100%
Full-Day Prekindergarten	1 .1%	37 2.8%	448 34.4%	730 56.1%	86 6.6%	1,302 100%
Totals	10 .1%	84 1.0%	2,416 29.0%	5,346 64.2%	475 5.7%	8,331 100%

The following were characteristics of students served by the Chapter 1 Supplementary Reading Instruction Component:

- Chapter 1 teachers served 82% of the eligible students.
- Eighty-five percent of the limited-English-proficient (LEP) students who were eligible for Chapter 1 were served by a Chapter 1 teacher.
- Of the students served, 29% were in grade 1.
- Eighty-two percent of the served students were eligible for free or reduced-price meals, not a prerequisite for Chapter 1 service.

Demographics of the students served at the Chapter 1 Schoolwide Project Schools revealed the following:

- Twenty-seven percent of the students were LEP.
- Eighty-four percent of the students were eligible for free or reduced-price meals.

The full-day pre-K vital statistics included the following:

- Full-day pre-K children accounted for 16% of the Chapter 1 population.
- Ninety percent were eligible for free or reduced-price meals.

HOW MANY STUDENTS WERE SERVED ACROSS ALL CHAPTER 1 COMPONENTS?

Chapter 1 served 9,045 students across all instructional components in 1988-89. This is a moderate increase from the 1987-88 total of 8,533. Five of the six components in 1988-89 experienced a surge in the number of students served. This is because Chapter 1 funded 13 SWP's (Priority Schools), carried half the cost of full-day prekindergarten at 26 schools, and served kindergartners at the 13 Chapter 1 SWP's. Figure 9 shows the number of students served by each component for the last two years.

FIGURE 9
CHAPTER 1 STUDENTS SERVED BY COMPONENT 1987-88 AND 1988-89

	1987-88	1988-89
Supplementary Reading	1,229	1,436
Full-Day Pre-K	1,130	1,302
Schoolwide Projects	5,484	5,593
N&D Institutions	677	703
Nonpublic School	13	11
TOTAL	8,533	9,045

HOW WERE STUDENTS IN THE SUPPLEMENTARY READING INSTRUCTION COMPONENT SERVED?

Figure 10 illustrates how Chapter 1 supplementary students in grades 1-6 were served. In 1988-89, pullout was the most common form of service delivery (1,448 students); only 23 were served in class; and only 8 were served in a combination of both locations. These distributions are different from previous years. Though the general trend over the last few years has been away from a pullout setting toward in-class then back toward pullout again, the changes were relatively gradual compared to 1987-88. Most Chapter 1 teachers have chosen this type of service and favorable achievement gains appear to support their decision.

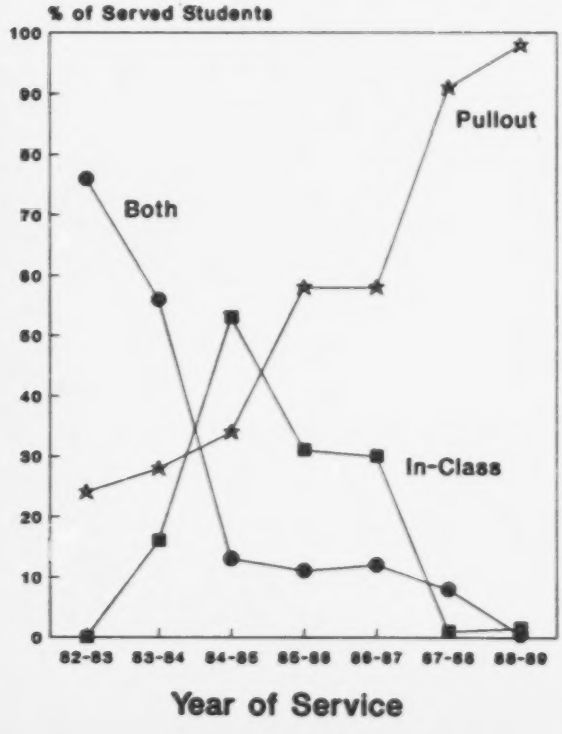


FIGURE 10
SERVICE LOCATIONS FOR CHAPTER 1 STUDENTS SERVED BY THE SUPPLEMENTARY READING INSTRUCTION COMPONENT 1982-83 THROUGH 1988-89

	82-83	83-84	84-85	85-86	86-87	87-88	88-89
% Pullout	24	28	34	58	58	91	97.9
% Both	76	56	13	11	12	8	0.6
% In-Class	0	16	53	31	30	1	1.6

CHAPTER 1 MIGRANT SERVICE

HOW MANY STUDENTS WERE SERVED BY THE MIGRANT PROGRAM AT GRADES 1-12?

A total of 138 migrant students in grades 1-12 were served by the Chapter 1 Migrant Supplementary Reading Instruction Component this year. Migrant teachers were assigned to 10 schools and served 76% of the eligible migrant students who attended those schools.

Twenty-four percent of the eligible migrant students in the District received Chapter 1 Migrant instructional services. Figure 11 illustrates the decline in the number of migrant students enrolled in AISD over the last four school years. The number and percentage of eligible students receiving Chapter 1 Migrant Supplementary Reading Instruction Component has also declined.

FIGURE 11
READING INSTRUCTION COMPONENT NUMBER AND PERCENTAGE OF MIGRANT STUDENTS SERVED AND NOT SERVED, 1985-86 THROUGH 1988-89

	1985-86		1986-87		1987-88		1988-89	
	#	%	#	%	#	%	#	%
Served	414	45	267	34	186	28	138	24
Not Served	506	55	512	66	478	72	441	76
Total Enrolled	920	100	779	100	664	100	579	100

Providing supplementary instruction for migrant students has become increasingly difficult because eligible students are scattered throughout the District rather than concentrated in just a few schools. The challenge is how to serve 579 migrant students across all 14 grade levels (pre-K through 12) enrolled at 80 different AISD campuses. Chapter 1 Migrant teachers can be placed at campuses where there are enough migrants students to justify the assignment.

Of the 138 migrant students who were served:

- 57% were male and 43% were female,
- 99% were Hispanic,
- 6% attended elementary schools,
- 37% attended middle schools, and
- 57% attended senior high schools.

In addition, 117 migrant students attended one or more of the 16 Priority Schools.

HOW WERE GRADES 1-12 MIGRANT STUDENTS SERVED?

Ninety-one percent of the students were served in a pullout setting, and the other nine percent received instructional service in a combination of pullout and special Chapter 1 Migrant classes.

Other Program Components

WHAT HEALTH SERVICES WERE PROVIDED TO MIGRANT STUDENTS DURING 1988-89?

The Migrant Nurse:

- Provided a variety of health services to 304 individual migrant students,
- Visited 63 different campuses,
- Made 387 contacts with parents, and
- Used $13,380 to provide medical and dental services to 98 separate migrant students.

WHAT DID THE PARENTAL INVOLVEMENT COMPONENTS DO IN 1988-89?

A school district receiving Chapter 1 and Chapter 1 Migrant funds is required to inform parents about the programs and get their input on any proposed changes. Chapter 1 and Chapter 1 Migrant parents indicated, as in the past, that Parent Advisory Council (PAC) meetings were their preferred mode of participation.

The documentation of the PAC meetings revealed the following:

- Forty-five meetings or workshops were held for one or both programs (compared to 16 the previous year).
- There were 374 Chapter 1 parents and 195 Chapter 1 Migrant parents who attended meetings. (These are duplicated counts.)
- The Chapter 1 Migrant PAC provided a monetary achievement award to a graduating migrant senior this year.
- Participation of Chapter 1 parents more than doubled (136 to 374) from 1987-88 to 1988-89 migrant parents' participation increased by 85 more parents than last year (110 to 195).

WERE THE MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS) GUIDELINES FOLLOWED BY AISD?

Yes. The Migrant Clerk:

- Kept the eligibility forms, educational records, log books, etc. in an audible file which met all the Texas Education Agency's standards;
- Handled all medical update requirements;
- Met all deadlines throughout the school year;
- Monitored migrant students' academic records and preenrolled students in summer school;
- Provided support services to migrant students and parents, including dropout prevention activities.

WHAT DID THE EVALUATION OF THE INSTITUTIONS FOR NEGLECTED AND DELINQUENT (N&D) YOUTH INDICATE?

Seven institutions received Chapter 1 funds to serve 703 children who resided in AISD's attendance areas. These grants were used to pay tutors at six of the N&D's. All but two establishments also used their allotments to purchase books, instructional materials, cassette tapes, and workbooks. Of the two remaining establishments, one purchased a computer, software, and Graduate Equivalent Diploma (GED) textbooks. The other institution purchased a computer. The number of students served at individual sites ranged from 8 to 561, and length of service ranged from one day to the entire school year.

The seven N&D's can be categorized as:

- A Texas Youth Commission halfway house,
- A county juvenile detention center,
- A home for wards of the state,
- A foster group care home, and
- Three residential treatment facilities.

Placements were made because of delinquency, abuse, neglect, and emotional and behavioral deficits. Two sites have completely self-contained classrooms; two others have self-contained classes but send some students to AISD schools, and three send all students to AISD schools. The ages of the residents range from 5 to 17, and six of the facilities are coeducational.

Because Chapter 1 is a supplementary education program, the focus of service was on improving students' academic skills and reducing the risk of school failure and early withdrawal. The diverse needs of the clientele led the staffs at the N&D's to approach educational improvement with varying emphases. One focused on preparing the youth to become more productive and employable members of society; another concentrated on improving self-esteem; and three strove to instill acceptable behaviors.

The N&D's did not experience problems connected with the Chapter 1 Program. However, securing donations and timely receipt of purchased items were problems for a couple of the institutions. Five institutions accomplished the goals they set for themselves for the 1988-89 school year. Two did not succeed in attaining all of their goals because of insufficient donations and non-receipt of purchased items.

HOW DID THE NONPUBLIC SCHOOL PARTICIPATE IN THE CHAPTER 1 PROGRAM?

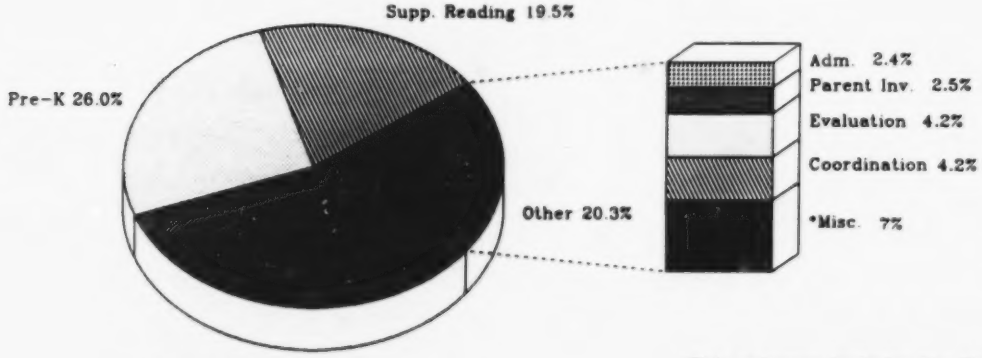
Of the eligible nonpublic schools in Austin, St. Mary's Cathedral School participated in the Chapter 1 Program. Chapter 1 funded a Prescription Learning computer-assisted instruction lab for the eligible Chapter 1 students enrolled at St. Mary's. Chapter 1 provided a half-time Computer Lab Technician to monitor students' behavior and provide technical assistance.

Costs

WHAT DID THE CHAPTER 1 PROGRAM COST?

AISD's 1988-89 Chapter 1 Program budget allocation was $4,580,277. Figure 12 displays the percentage of the budget assigned to each component.

FIGURE 12
1988-89 CHAPTER 1 BUDGET ALLOCATIONS



*This category includes the Nonpublic School, seven N&D Institutions, career ladder, and indirect costs.

Figure 13 summarizes the Chapter 1 cost per student and per contact hour (where applicable) for the separate components. The Coordination Component includes instructional coordinators and a project specialist. The ECIA Chapter 1 and Chapter 1 Migrant Final Technical Report (ORE Publication Number 88.04) details the cost analyses and documents all calculations.

FIGURE 13
1988-89 CHAPTER 1 PROGRAM COMPONENTS, RANKED IN ORDER OF BUDGET ALLOCATION,

Component	Budget Allocation	Students Served	Cost per Student	Number of Contact Hours	Cost per Contact Hour
Schoolwide Projects	$1,567,229	1,658	$ 945	1,740,900	$ .90
Full-Day Prekindergarten	1,191,956	1,302	915	683,550	1.74
Supplementary Reading Instruction	895,045	1,439	623	137,425	6.51
Coordination	190,842	8,286	23	N/A	N/A
Evaluation	190,842	16,389	12	N/A	N/A
Parental Involvement	116,667	2,005	58	N/A	N/A
Administration	109,667	11,138	10	N/A	N/A
N & D Institutions	57,757	703	82	N/A	N/A
Nonpublic School	8,480	11	768	N/A	N/A
Other*	252,624	N/A	N/A	N/A	N/A

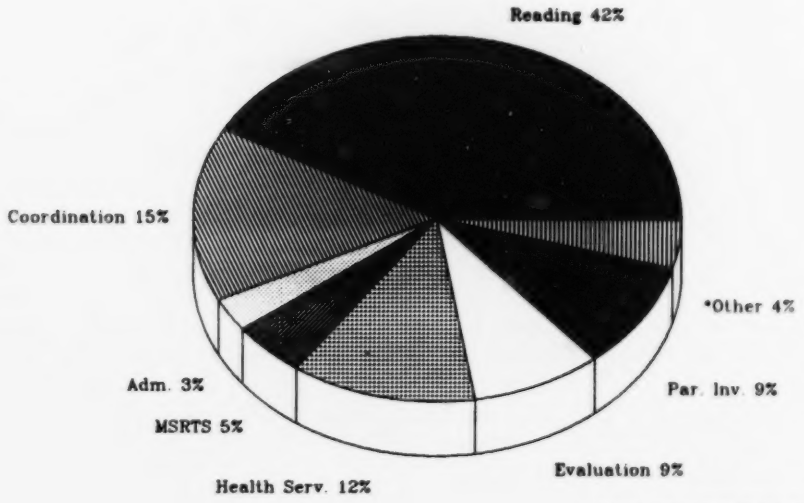
*This component includes career ladder and indirect costs.

For comparing supplementary program costs, it is useful to compute full-time equivalent (FTE) allocations. An FTE is defined as the annual cost of providing full-time service. To determine the FTE expense for each instructional component, multiply the cost per contact hour by the number of hours in a school day (six), then multiply that product by the number of days in a school year (175). There was a $6,836 cost per FTE in the Supplementary Reading Instruction Component.

WHAT DID THE CHAPTER 1 MIGRANT PROGRAM COST?

The Chapter 1 Migrant Program allotted $448,818 to AISD in 1988-89. Figure 14 shows the proportion of the budget as it was divided among components.

FIGURE 14
1988-89 CHAPTER 1 MIGRANT BUDGET ALLOCATIONS



* This category includes indirect costs.

Costs per student and per contact hour (in the case of the Supplementary Reading Instruction Component) are specified in Figure 15. The FTE rate for the Supplementary Reading Instruction Component was $28,844. This is higher than the 1987-88 cost of $19,749 per FTE.

FIGURE 15
1988-89 CHAPTER 1 MIGRANT PROGRAM COMPONENTS, RANKED IN ORDER OF BUDGET ALLOCATION

Component	Budget Allocation	Students Served	Cost per Student	Number of Contact Hours	Cost per Contact Hour
Supplementary Reading Instruction	$188,255	138	$1,364	6,854	$ 27.47
Coordination	69,141	579	119	N/A	N/A
Health Services	55,224	579	95	N/A	N/A
Parental Involvement	41,052	579	71	N/A	N/A
Evaluation	39,809	579	69	N/A	N/A
MSRTS	22,049	579	38	N/A	N/A
Administration	13,318	579	23	N/A	N/A
Other*	19,970	N/A	N/A	N/A	N/A

*This component includes indirect costs.

Please note the following explanations regarding the Chapter 1 and Chapter 1 Migrant costs:

- All costs are based on allocations, not actual expenditures.
- Students participating in the Supplementary Reading Instruction Components are served for approximately one half hour per day.
- For cost comparison purposes only, the number of students served at the SWP represents only the number of low achievers. Although all students at an SWP are considered served by Chapter 1, the supplementary funds are apportioned according to the number of students with achievement test scores which make them eligible for the program.

Attachments

Attachment 1. Chapter 1 Teacher Survey 17

Attachment 2. Chapter 1 and Chapter 1 Migrant Interviews 18

ATTACHMENT 1

CHAPTER 1 TEACHER SURVEY

WHAT WERE CHAPTER 1 TEACHERS' CONCERNS ABOUT THE IMPLEMENTATION OF THE PROGRAM?

In the spring, 1989, districtwide survey, 28 elementary Chapter 1 teachers received four items related to the implementation of the Chapter 1 and Chapter 1 Migrant instructional programs. The responses to these items are shown below. The overall response rate was 89%.

Most teachers indicated satisfaction with:

- The operation of the program at their campus,
- The staff development they received, and
- The curriculum materials they used.

CHAPTER 1 TEACHERS' RESPONSES TO SPRING, 1989, SURVEY ITEMS

KEY: Agree = Strongly Agree, Agree; Neutral = Neutral; Disagree = Disagree, Strongly Agree; N = Number

	N	% Agree	% Neutral	% Disagree
I am satisfied with the operation of the Chapter 1/Chapter 1 Migrant Program at my campus.	24	88	4	8
I am satisfied with the staff development I have received.	24	79	13	8
I am satisfied with the curriculum materials I am using.	24	79	13	8

KEY: A = More than once a week; B = Once a week; C = Every two weeks; D = Once a month; E = Irregularly, less than once a month

	N	% A	% B	% C	% D	% E
How often do you, the compensatory teacher, hold planning meetings with the classroom teachers?	23	22	52	22	4	0

ATTACHMENT 2

CHAPTER 1 AND CHAPTER 1 MIGRANT INTERVIEWS

HOW SATISFIED WERE THE CHAPTER 1 AND CHAPTER 1 MIGRANT CENTRAL OFFICE STAFF WITH HOW THE PROGRAMS OPERATED?

The instructional coordinators, program administrator, and other central office staff were interviewed in the late spring about the programs' operation during the school year. The most frequently mentioned subjects follow:

- Pre-k classes were perceived as having strong curricula and experienced teachers.
- The Chapter 1 Migrant Supplementary Reading Instruction Component operated more effectively this year, because there were enough experienced teachers to fully staff the smaller number of schools in the program.
- The staff development offered teachers was skills-oriented and focused on TEAMS.
- The successful implementation of the Nonpublic School and the N&D Component was credited to established programs, experienced teachers, and the evaluation and assessment of the N&D student residents' folders prior to enrollment in public schools. The evaluation and assessment provided additional data on sites more suitable for the student's individual placement, such as a neighborhood or alternative school. In the past, students were assigned to one middle or high school, exclusively.
- The level of Chapter 1 and Chapter 1 Migrant parent participation more than doubled from last year and the Migrant PAC's activities culminated in a monetary, scholastic (achievement) award.
- The Migrant students' health needs were met, including paying for minor surgery needed.
- Staff members interviewed indicated Chapter 1 and Chapter 1 Migrant Supplementary instructional staff need more training or inservices specifically designed for them.
- The $25.00 instructional supplement given to teachers of elementary migrant students was generally considered too late in the year to be of maximum effectiveness. There was doubt that the time and effort required to institute this program was worth the value to the individual student.

References

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PARTICIPATING AISD SCHOOLS
CHAPTER 1 AND CHAPTER 1 MIGRANT PROGRAMS
1988-89

	Chapter 1 Reading	Chapter 1 Migrant	Priority Schools	**Full-Day Pre-K
Allan			X	X
Allison			X	X
Andrews	X			X
Becker			X	X
Blackshear			X	X
Brooke			X	X
Brown	X			X
Campbell			X	X
Dawson		X		X
Govalle			X	X
Harris	X			X
Linder	X	X		X
Maplewood	X			X
Mathews	X			X
Metz			X	X
Norman			* X	X
Oak Springs			X	X
Ortega			X	X
Pecan Springs			* X	X
Ridgetop	X			X
Sanchez			X	X
Sims			X	X
Walnut Creek	X			X
Winn			* X	X
Wooten	X			X
Zavala			X	X
Fulmore		X		
Martin		X		
Murchison		X		
Porter		X		
Anderson		X		
Crockett		X		
Johnston		X		
Travis		X		

* Three Priority Schools (Norman, Pecan Springs, and Winn) did not receive Chapter 1 funds to lower their PTR.

** Chapter 1 paid for full-day prekindergarten at all of the Chapter 1 and Priority Schools.

DEFINITIONS

Chapter 1 Supplementary Reading Instruction - AISD's Chapter 1 Program provides supplementary reading instruction to low-achieving students (those who score at or below the 30th percentile) in schools with high concentrations of students from low-income families.

Chapter 1 Schoolwide Projects (SWP's) - Chapter 1 and supplemental local funds are used in reducing the overall pupil-to-teacher ratio within a school if the concentration of low-income students at that school equals or exceeds 75%. In a SWP, teachers paid from Chapter 1 funds function as regular classroom teachers with students of mixed achievement levels. All students are considered served by Chapter 1 in a SWP. In AISD, the SWP's are called Priority Schools.

Current Migrant - A currently migratory child is one (a) whose parent or guardian is a migratory agricultural worker or fisher and (b) who has moved within the past twelve months from one school district to another to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity.

Former Migrant - Students who remain in the District following their year of current eligibility are considered formerly migratory students (with the concurrence of their parents) for a period of five additional years. Currently and formerly migratory students are eligible for the same program services.

Full-Day Prekindergarten - Chapter 1 funds supplemented State funds to expand half-day pre-K to a full-day program for children at all Chapter 1 and Priority Schools (SWP's).

Low-Income Student - Any student receiving free or reduced-price meals or a sibling of such a student.

MSRTS - The Migrant Student Record Transfer System (MSRTS) is a national-level recordkeeping system designed to maintain files of eligibility forms, health data, instructional data, and achievement data on migrant students.

Needs Assessment - A document produced by ORE which describes the procedures used to calculate the percent of low-income students by school attendance area for District schools. The results are used to determine which schools should receive a Chapter 1 Program.

Service Locations - 1) Pullout - Students are served outside the regular classroom. 2) In-class - Students are served in the regular classroom. 3) Both - Students receive a combination of pullout and in-class service. 4) Other - Any other ways students might be served, e.g., tutoring or special class.

Special Testing - All students in schools served by the Chapter 1 Reading Instruction Component are required to have a test score to determine Chapter 1 service eligibility. If students do not have a valid spring semester ITBS score they are special-tested.

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Austin Independent School District

Department of Management Information

Dr. Glynn Ligon, Executive Director

Office of Research and Evaluation

Authors:

Dr. Catherine Christner, Evaluator
Natalia Luna, Evaluation Associate
Wanda Washington, Evaluation Associate
Lauren Hall Moede, Evaluation Associate

Contributing Staff:

Miriam Fairchild, Evaluation Associate

Debbie Elliott, Programmer/Analyst

Leonila M. Gonzalez, Secretary
Scarlett Douglas, Clerk

Board of Trustees

Ed Small, President
John Lay, Vice President
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Nan Clayton
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Superintendent of Schools

Dr. John Ellis

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